

# 南華大學 113 學年度 博士班 招生考試試題卷

系所組別：生死學系生死學博士班

試題紙第\_1\_頁共\_2\_頁

科 目：生死學基本問題研究(含專業英文)

不必抄題，但需註明題號。

1. 根據生死學研究所的最初擘畫者—傅偉勳教授對於「現代生死學」所提出的規劃理念，以及南華大學生死系(所)教師團隊多年來所累積的教學經驗與研究心得，並且衡諸當代華人社會之需求，南華大學生死系為現代生死學的本土進路，釐定出五個發展課題與方向，請敘述此五個發展課題與方向以及其內容。(25%)
2. 維也納精神治療第三學派主將維克托·傅朗克(Viktor E. Frankl)開創了「意義治療學」(Logotherapy)，就人生意義的具體意涵義蘊，提出了三種價值：(1)創造意義的價值(creative value)，(2)體驗意義的價值(experiential value)，(3)態度意義的價值(attitudinal value)。針對這三種價值，傅偉勳教授說：體驗價值常比創造性價值更有深度，而態度價值還要高於體驗價值，為什麼？試論述之。(25%)
3. 2022年3月，《斷食善終—送母遠行，學習面對死亡的生命課題》這本書的出版，在媒體的推波助瀾下，造成「斷食善終」一度風靡全臺。兩年後的今天，「斷食善終」又在海峽兩岸成為共同的熱議話題，今年三月份還成為台灣各報章的重要版面，以及各媒體的爭議話題。然而，「斷食」與「善終」兩者之間能否畫上等號？想要「善終」，「斷食」是否是最佳的選擇？「斷食」有沒有潛在或隱含的問題？有沒有更為適當的「善終」方式？你的見解為何？試論述之。(25%)

# 南華大學 113 學年度 博士班 招生考試試題卷

系所組別：生死學系生死學博士班

試題紙第\_2\_頁共\_2\_頁

科目：生死學基本問題研究(含專業英文)

4. Please translate the following two paragraphs into Chinese as complete as possible, and then give your comment or opinion (either in English or Chinese) about the contents. (25%)

In earlier centuries, one did not have to live too many years before being exposed to the death of a sibling, a parent, a grandparent, or a neighbor. Today, due to longer life as well as the professionalization of death-related activities such as medical care and funeral direction, death is less frequently experienced immediately. In the developed world it is common to grow into one's twenties or even thirties without having experienced the death of a significant other. In a questionnaire which conducted to over 3000 Canadian students between 1975 and 1996, whose ages ranged from seventeen to seventy, the answer to the question "What was your first experience of death?" was rarely a family member or friend. Since it is less known, death is less accepted as an integral part of a human life.

Contemporary formal education about death and bereavement is primarily a North American phenomenon. In a 1993 survey Prof. John Morgan found that education about death and bereavement occurs in Europe, Africa, and Australia as part of religious education, professional ethics, and, to a lesser extent the training of the health-care professional, however, education about death and bereavement for the average elementary, high school, or college student has seemingly developed only in Australia and North America. One possible reason for this is that the hospice movement began as an English-speaking movement. The hospice movement—the establishment of programs to provide only supportive care for persons with advanced progressive disease—started in England with the work of Dr. Cicely Saunders and was brought to Canada and the United States in the 1970s. Only since 1985 have there been hospices in Europe, South America, or Asia.